

# Role Description

## Senior Advisor, Role Design

|                                       |   |
|---------------------------------------|---|
| Cluster                               | Education   |
| Agency                                | Department of Education   |
| Division/Branch/Unit                  | People and Culture/Corporate Recruitment and Employment/Workforce Transition  |
| Role number                           | 228951  |
| Classification/Grade/Band             | Clerk Grade 7/8   |
| Senior executive work level standards | Not Applicable  |
| ANZSCO Code                           | 223111  |
| PCAT Code                             | 1 2 2 42 47   |
| Date of Approval                      | 19 April 2021   |
| Agency Website                        | <a href="http://www.education.nsw.gov.au">http://www.education.nsw.gov.au</a> |

### Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

### Primary purpose of the role

The Senior Advisor, Role Design, undertakes non-executive level role design and analysis, the development of quality role descriptions, the review and update of existing role descriptions, and desktop job evaluation activities, to support the implementation and delivery of a range of business unit level restructure and realignment activities.

### Key accountabilities

- Undertake quality role design and analysis; and role description development and review in consultation with team and business unit stakeholders to ensure role design meets future business unit and people capabilities.
- Work as a member of the team to participate in multiple restructure and realignment projects and activities, and provide advice and support on role description development and desktop job evaluation to support implementation of change objectives.

- Conduct desktop job evaluation activities to provide advice on grading.
- Maintain and apply role description ANZSCO codes to provide for accurate use in workforce profiling and analytics.
- Develop and implement role design resources to contribute to stakeholder understanding and improvement of business unit restructure and realignment role description processes.
- Maintain approved role descriptions and job evaluation outcomes in line with required records management processes to enable easy stakeholder access to accurate and current records.
- Monitor, review and analyse systems and databases to generate reports and provide accurate advice and information to team and internal business unit stakeholders.

## Key challenges

- Providing consistent and transparent role creation, evaluation and classification processes given the need to maintain and ensure relativities within the agency and across the NSW public sector.
- Prioritising the demands of high volume planned work and balancing such demands with ad hoc role design, analysis and evaluation requests in an environment of tight timeframes, competing requests and varied internal stakeholder expectations.
- Maintaining up to date knowledge of agency and NSW Government Standards, capability frameworks and industrial awards given the need to ensure compliance with existing frameworks and requirements.

## Key relationships

| Who  | Why   |
|--|---|
| <b>Internal</b>                              |   |
| Manager and Lead, Organisation Design        | <ul style="list-style-type: none"> <li>• Provide advice on job design, role description analysis and development and job evaluation activities.</li> <li>• Provide updates and recommendations on stakeholder issues or emerging and sensitive matters with adverse impacts.</li> <li>• Provide activity progress updates.</li> <li>• Receive regular performance feedback, coaching and development.</li> </ul>  |
| Lead, Realignment and Lead, Business Process | <ul style="list-style-type: none"> <li>• Provide accurate and timely advice and support regarding role description development, job analysis and job grading.</li> <li>• Provide accurate advice on outcomes of job matching analysis / review requests as part of realignment placement processes.</li> <li>• Provide advice and recommendations to resolve issues and requests.</li> <li>• Work collaboratively to achieve organisational change outcomes.</li> <li>• Participate in discussions to improve processes and practices.</li> </ul> |
| Business Unit Stakeholders                   | <ul style="list-style-type: none"> <li>• Work collaboratively to achieve organisational change outcomes.</li> <li>• Be the first point of contact for matters relating to role description development, job analysis and desktop evaluation.</li> <li>• Provide accurate and timely advice and support.</li> <li>• Provide advice, recommendations, information and resources regarding the application of agency and sector legislation, rules policies, standards, delegation levels, and capability and compliance frameworks.</li> </ul>      |

| Who  | Why  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Liaise to understand and provide options to resolve arising issues.</li> </ul>                                    |
| Team members   | <ul style="list-style-type: none"> <li>Participate in meetings and share information.</li> <li>Provide assistance as required.</li> </ul>                |
| Corporate Recruitment                                      | <ul style="list-style-type: none"> <li>Support the provision of an aligned set of systems and processes that enhance the customer experience.</li> </ul> |
| <b>External</b>  |  |
| Public Service Commission (PSC)<br>Other external agencies | <ul style="list-style-type: none"> <li>Provide and share information.</li> </ul>   |

## Role dimensions

### Decision making

The role determines priorities and manages multiple activities and demands, including requests with critical deadlines, in consultation with supervisor.

The role exercises discretion and acts independently in making decisions and determining the approach to work to be undertaken.

The role receives guidance, seeks advice and clarification from supervisor in negotiating priorities and in handling non- routine, complex and sensitive matters.

### Reporting line

Lead, Organisation Design

### Direct reports

Nil

### Budget/Expenditure

Nil

## Key knowledge and experience

- Prior experience in role design, analysis and review, and development of quality capability based role descriptions.
- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people.

## Essential requirements

- Tertiary qualifications or experience in a relevant discipline.
- Accredited in Mercer CED Job Evaluation methodology.

## Capabilities for the role



The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

### Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.





| FOCUS CAPABILITIES   |   |  |              |
|--|---|--|--------------|
| Capability group/sets  | Capability name   | Behavioural indicators   | Level        |
| <br>Personal Attributes | <b>Act with Integrity</b><br>Be ethical and professional, and uphold and promote the public sector values                       | <ul style="list-style-type: none"><li>• Represent the organisation in an honest, ethical and professional way</li><li>• Support a culture of integrity and professionalism</li><li>• Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct</li><li>• Recognise and report misconduct and illegal and inappropriate behaviour</li><li>• Report and manage apparent conflicts of interest and encourage others to do so</li></ul>  | Intermediate |
| <br>Relationships     | <b>Communicate Effectively</b><br>Communicate clearly, actively listen to others, and respond with understanding and respect    | <ul style="list-style-type: none"><li>• Focus on key points and speak in plain English</li><li>• Clearly explain and present ideas and arguments</li><li>• Listen to others to gain an understanding and ask appropriate, respectful questions</li><li>• Promote the use of inclusive language and assist others to adjust where necessary</li><li>• Monitor own and others' non-verbal cues and adapt where necessary</li><li>• Write and prepare material that is well structured and easy to follow</li><li>• Communicate routine technical information clearly</li></ul> | Intermediate |
|  | <b>Commit to Customer Service</b><br>Provide customer-focused services in line with public sector and organisational objectives | <ul style="list-style-type: none"><li>• Focus on providing a positive customer experience</li><li>• Support a customer-focused culture in the organisation</li><li>• Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers</li></ul>   | Intermediate |

|   |   |  |              |
|---|---|--|--------------|
|   |   | <ul style="list-style-type: none"> <li>Identify and respond quickly to customer needs</li> <li>Consider customer service requirements and develop solutions to meet needs</li> <li>Resolve complex customer issues and needs</li> <li>Cooperate across work areas to improve outcomes for customers</li> </ul>   |              |
|   | <b>Work Collaboratively</b><br>Collaborate with others and value their contribution                               | <ul style="list-style-type: none"> <li>Build a supportive and cooperative team environment</li> <li>Share information and learning across teams</li> <li>Acknowledge outcomes that were achieved by effective collaboration</li> <li>Engage other teams and units to share information and jointly solve issues and problems</li> <li>Support others in challenging situations</li> <li>Use collaboration tools, including digital technologies, to work with others</li> </ul>  | Intermediate |
|    | <b>Think and Solve Problems</b><br>Think, analyse and consider the broader context to develop practical solutions | <ul style="list-style-type: none"> <li>Identify the facts and type of data needed to understand a problem or explore an opportunity</li> <li>Research and analyse information to make recommendations based on relevant evidence</li> <li>Identify issues that may hinder the completion of tasks and find appropriate solutions</li> <li>Be willing to seek input from others and share own ideas to achieve best outcomes</li> <li>Generate ideas and identify ways to improve systems and processes to meet user needs</li> </ul> | Intermediate |
|  | <b>Technology</b><br>Understand and use available technologies to maximise efficiencies and effectiveness         | <ul style="list-style-type: none"> <li>Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li> <li>Use available technology to improve individual performance and effectiveness</li> <li>Make effective use of records, information and knowledge management functions and systems</li> <li>Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies</li> </ul>       | Intermediate |
|   | <b>Project Management</b><br>Understand and apply effective planning, coordination and control methods            | <ul style="list-style-type: none"> <li>Understand project goals, steps to be undertaken and expected outcomes</li> <li>Plan and deliver tasks in line with agreed project milestones and timeframes</li> <li>Check progress against agreed milestones and timeframes, and seek help to overcome barriers</li> <li>Participate in planning and provide feedback on progress and potential improvements to project processes</li> </ul>  | Foundational |

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES   |                                     |  |              |
|--|-------------------------------------|--|--------------|
| Capability group/sets  | Capability name                     | Description  | Level        |
| <br>Personal Attributes | Display Resilience and Courage      | Be open and honest, prepared to express your views, and willing to accept and commit to change         | Adept        |
|  | Manage Self                         | Show drive and motivation, an ability to self-reflect and a commitment to learning                     | Adept        |
|  | Value Diversity and Inclusion       | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| <br>Relationships       | Influence and Negotiate             | Gain consensus and commitment from others, and resolve issues and conflicts                            | Intermediate |
| <br>Results            | Deliver Results                     | Achieve results through the efficient use of resources and a commitment to quality outcomes            | Intermediate |
|  | Plan and Prioritise                 | Plan to achieve priority outcomes and respond flexibly to changing circumstances                       | Intermediate |
|  | Demonstrate Accountability          | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines         | Intermediate |
| <br>Business Enablers | Finance                             | Understand and apply financial processes to achieve value for money and minimise financial risk        | Foundational |
|  | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance     | Foundational |